



# Gamesley Early Excellence Centre

Inspection Report

**Unique Reference Number** 112470  
**Local Authority** DERBYSHIRE  
**Inspection number** 289292  
**Inspection dates** 5–6 March 2007  
**Reporting inspector** Sue Hall

This inspection of the school was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Early excellence centre	<b>School address</b>	Winster Mews
<b>School category</b>	Maintained		Gamesley, Glossop
<b>Age range of pupils</b>	2–5		Derbyshire SK13 0LU
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01457 728951
<b>Number on roll (school)</b>	68	<b>Fax number</b>	01457 728950
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mrs Jacqueline Riley
		<b>Headteacher</b>	Mrs Lynn Kennington
<b>Date of previous school inspection</b>	30 September 2002		

<b>Age group</b> 2–5	<b>Inspection dates</b> 5–6 March 2007	<b>Inspection number</b> 289292
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## Introduction

The inspection was carried out by an Additional Inspector.

## Description of the school

This is a Children's Centre which has maintained the title of an Early Excellence Centre. It is based in a housing estate in North West Derbyshire which is in an area of socio-economic disadvantage. There are 64 children attending the under 3's provision and 68 attending the nursery. Some are full time and others are part time. As provision for the under 3's is relatively new, the inspection only took place in the nursery. Almost all of the children are of White British origin and none speak English as an additional language. An above average proportion of children have learning difficulties or disabilities. The centre is a 'one-stop-shop' for local provision and provides facilities for 34 different community groups. The school has numerous awards including a Charter Mark and has extensive links with a wide range of local and national organisations.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 1

Gamesley Early Excellence Centre does exactly what its name suggests and provides an excellent quality of education. The centre is thought of highly by parents and the local and wider community. As one parent notes, the centre provides 'a fantastic learning environment'. A very high quality of education has been maintained over a number of years, at least in part because the headteacher has built a strong team of staff and maintained a huge enthusiasm for her job. Leadership and management are excellent and this has ensured that everyone continually seeks to move forward and not rest on the many successes achieved.

The attainment of children on entry to the nursery is well below average overall. Many have very limited speaking and listening skills or knowledge and understanding of the world beyond their family. As soon as they enter the nursery they start to make rapid progress in all areas of their development. By the time they leave, many are set to achieve the expectations for their age.

The personal development of the children is outstanding. Virtually all children really enjoy their time at the centre and many turn from quiet and sometimes timid children to happy and confident learners who have positive attitudes towards everything they do. Behaviour is very good. Children know how to keep themselves safe and enjoy the healthy snacks available.

The quality of teaching and learning is outstanding. Staff have excellent knowledge and understanding of the personal and learning needs of such young children. They share very high expectations of children's behaviour and what they can achieve. However, occasionally, support staff miss opportunities to help children develop a wider vocabulary by using and repeating key words. The curriculum is excellent with a very well organised balance of child chosen and adult lead activities. The pastoral care of the children is outstanding. Many of the staff have worked at the centre for a number of years and show genuine warmth towards the children. Having worked with many parents and carers, they readily recognise when help and support is needed.

The leadership of the headteacher is simply outstanding. The centre is fortunate to have such leadership which has made a significant difference to the lives of countless children and their families. The head is very ably supported by teachers, governors and the wide range of other staff who are always seeking to improve what they provide. Self evaluation is excellent. Because of this the centre has excellent ability to continue to improve and provides outstanding value for money.

### What the school should do to improve further

- Ensure that staff take every opportunity to extend children's speaking skills by using and getting them to regularly repeat key vocabulary.

## **Achievement and standards**

### **Grade: 1**

Prior to starting at the nursery, many children attend the extensive range of activities at the centre including the creche, family support groups, the out of school club, the toy library and the newly established under 3's group. All of these activities make a positive impact on children's development. Nevertheless, when children enter the nursery many have skills that are below and often well below expectations for their age. They are often very quiet and short of confidence in their own abilities. Many speak only a few words and with a limited vocabulary. Records show that every year more than one in four children has some form of language delay. They also have little knowledge and understanding of the world beyond their family and the local area. However, physical skills such as riding trikes and wheeled toys are better and at least average for their age.

From the moment they enter the nursery they make immediate progress in all areas of their learning. This is because they are continuously stimulated by a range of activities that interest and enthuse them and they want to please the adults around them. They rapidly gain in confidence and make excellent overall progress in all areas. By the time they leave the nursery many are on line to attain the expectations for their age, which helps equip them well for their future economic well-being. This is seen in the early reading and writing skills that they develop, including when they make a wide range of booklets that tell their versions of a range of stories. Those of all abilities make excellent progress and boys and girls achieve equally well.

## **Personal development and well-being**

### **Grade: 1**

Children often enter the centre as timid and quiet little people and most leave as happy and enthusiastic learners. They really enjoy themselves in the extensive range of activities and want to succeed and do well. Spiritual, moral, social and cultural development is outstanding. Staff have worked hard to develop healthy snacks and menus with award winning school lunches and they have also set up a 'healthy eating on a budget' group. Children particularly like the healthy 'exit snacks' provided to help them make good choices on their way home. There are dance and exercise lessons for children and adults and the outdoor area has been designed to encourage vigorous exercise. Children play well together, share equipment happily and know how to keep themselves and others safe. There is a very good range of activities for children to contribute to the school and wider community which supports community cohesion well. Attendance is satisfactory.

## Quality of provision

### Teaching and learning

#### Grade: 1

Teaching and learning is exciting, challenging and fun. Without exception teachers provide excellent teaching and share high expectations of what the children can achieve. Teachers take the lead in planning, which is of excellent quality. All staff, including team leaders, key workers and the myriad number of support staff in varying roles, make very good use of assessment information to ensure that tasks provide a level of challenge that is very well matched to children's abilities. A recent focus on challenging the gifted and talented is having a positive impact on achievement. Staff use questions well to encourage children to describe what they are doing or tell adults their ideas and experiences. However, at times, support staff miss opportunities to use and encourage the children to repeat key vocabulary or to discuss their ideas with their friends. This does not maximise the opportunities to develop higher level speaking skills.

### Curriculum and other activities

#### Grade: 1

The range of activities provided for the children is outstanding. Staff continually seek ways to enrich children's learning, including 'artists in residence' and music companies. There is a very good balance between child chosen activities and adult- led tasks and individual or group activities. This range is illustrated, for example, in one-to-one discussions which are then balanced when all the children and staff join together and use wooden sticks to enthusiastically beat out musical rhythms. Staff have responded well to their own evaluation that boys were not showing as much interest in reading and writing as girls and have adapted the outdoors curriculum to meet these challenges. There are very good cross-curricular links between subjects. For instance, effective use is made of information and communication technology (ICT) as a tool to support other areas of learning. This is reflected in the confident way children use programmable toys and especially when they operate class computers unaided.

### Care, guidance and support

#### Grade: 1

The pastoral care of the children is exceptional. Staff know the families well and provide good role models in the way they care for the children with warmth and concern. The needs of those with learning difficulties are quickly recognised and they are very well supported. Staff ensure that the children feel safe and secure. At mid-day those who stay for lunch are well supervised and encouraged to try vegetables and develop good table manners. Staff and governors ensure that health and safety requirements are met and checks of those who help in school are carried out. Teachers have developed very good systems to measure children's attainment when they enter the nursery and at regular periods thereafter. Individual bound copies of children's work during their

time in nursery make outstanding use of digital cameras to illustrate achievement and are a joy for parents to inherit when children leave the nursery. Tracking information is used well to challenge all groups of children in their next tasks.

## **Leadership and management**

### **Grade: 1**

The headteacher is a pivotal figure in all that the centre achieves. She has led the school through numerous changes and developed links with an extensive number of individuals, groups and organisations all to the benefit of supporting the children of Gamesley. She is well supported by the deputy headteacher who manages the day-to-day organisation of the nursery very ably. Other teaching staff are responsible for key subject areas which ensures a very effective focus on each area in turn. Support staff fulfil their responsibilities diligently and with commitment. Governors have considerably improved their effectiveness since the last inspection and have a firm grasp of their role including acting as critical friend to the school. While they do not meet as a full governing body as often as many groups, they are very well informed and fully involved in the work of the school. School self- evaluation is excellent, accurately identifying the many strengths and some small areas for further improvement. With the unbounded enthusiasm of everyone connected with the centre, there is an excellent capacity for continuing improvement.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	1
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	1
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and disabilities make progress	1

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	3
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	1
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	1
<b>How well are learners cared for, guided and supported?</b>	1

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

7 March 2007

Dear Children

Gamesley Early Excellence Centre, Winster Mews, Gamesley, Glossop, Derbyshire, SK13 0LU

Thank you very much for looking after me when I visited your centre recently. I really enjoyed chatting to you in lessons and at lunchtime. I think that there are lots of really great things about the centre.

These are the things that I think are best:

- the headteacher is outstanding and makes sure learning is fun
- all the staff take really good care of you and make sure you are safe and happy
- you behave well and really enjoy your time at the centre
- the teaching is excellent and you all learn a huge lot
- you make excellent progress and do really well
- there are lots of really interesting and unusual things to do all the time.

This is what I think could be improved:

- staff could help you to learn to use new words more.

Thank you again for chatting to me. Enjoy your time at Gamesley Early Excellence Centre because it really is excellent!

Yours sincerely

Sue Hall

Lead inspector